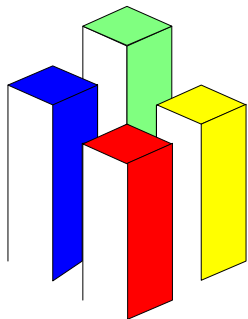


***Survey of Families
Transitioning from the AEIS
Part C to Part B of the
Individuals with Disabilities
Education Act***

Fiscal Year 2003

Prepared by:



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Introduction

Introduction

A. Background

The Alabama Department of Rehabilitation Services administers the Alabama Early Intervention System in the state. AEIS is a coordinated family focused system that provides appropriate services for eligible infants and toddlers ages birth to 3 years old who have special needs. The Early Intervention Programs in Alabama serve approximately 3,000 clients each year. The Department of Rehabilitation Services and the Alabama State Department of Education have determined that there is a need to survey families who transitioned to preschool services under Part B of the Individuals with Disabilities Education Act to assess the level of satisfaction with the current transition process. By studying this population, potential problems can be identified and subsequently used to develop strategies for overcoming potential barriers to transitioning from AEIS to preschool services. Starting fiscal year 2002, the scope of the transition survey was broadened with the addition of questions pertaining to services provided by the Alabama State Department of Education, Special Education Services, after the child transitioned to preschool services. The Alabama State Department of Education is responsible for administering services for eligible children with disabilities beginning at age three. A questionnaire was developed jointly by The Alabama Department of Rehabilitation Services and Southeast Research, with review by the State Department of Education, Special Education Services, and used to survey the transition population.

B. Methodology

During FY 2003, Southeast Research received monthly lists of families who had moved on from AEIS to preschool services. In total, 844 children transitioned from AEIS to Part B between 10/01/02 and 09/30/03. Four hundred and forty (440) families completed the transition survey by telephone. Four hundred and four (404) families could not be contacted due to the following reasons: "Wrong number", "Refused", "Disconnected", "Not in service", "No English", "No phone listed", "Changed to unpublished number", "Prefer in mail", "Moved", "Fax", "Not in service for incoming calls", "Cannot be completed as dialed", "Did not Transition", "Non-working number", "Child no longer lives there", "No phone at home", "Does not live there", "Wrong number and wrong address", and "Unable to contact"*. These families were mailed a survey, and seventy-one (71) of the surveys were completed by mail. (For a complete overview of contacts, see next page) All survey contacts with the transition population were made between Monday, February 24th, 2003 and Thursday, January 8th, 2004.

* Unable to contact on at least 5 different days and times, including nights and weekends.

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C. Contact Overview

Type of Contact	1st Quarter 2003	2nd Quarter 2003	3rd Quarter 2003	4th Quarter 2003	Total 2003
No. of Families Transitioned	208	214	195	227	844
Disconnected	31	23	20	26	100
Wrong Number	19	8	10	5	42
Not in Service	6	6	6	3	21
Unable to contact*	24	27	31	41	123
No English	1	0	0	0	1
Refused	2	5	1	0	8
No phone	4	2	3	2	11
Cannot be completed as dialed	9	15	3	3	30
Not in service for incoming calls	3	2	0	2	7
Changed to unpublished number	1	0	1	2	4
Prefer in Mail	14	6	0	2	22
Moved	2	6	0	0	8
Did not Transition	4	0	0	0	4
Non-working number	0	0	2	0	2
Child no longer lives there	1	1	0	0	2
Fax	1	0	0	0	1
No phone at home	0	0	0	4	4
Wrong #, wrong address	0	0	2	10	12
Does not live there	0	0	0	2	2
Total Mailed Out	122	101	77	92	392
Completed by Phone	86	113	116	125	440
Completed by Mail	21	17	19	14	71
TOTAL Completed	107 [51%]	130 [61%]	135 [69%]	139 [61%]	511 [61%]

* Unable to contact on at least 5 different days and times, including nights and weekends.



C. Analysis of Survey Findings

The family satisfaction questionnaire utilizes 3 types of responses: two four-point rating scales; a Yes/No response scale; and open-ended responses.

The four-point rating scales used were: "Excellent", "Good", "Fair", "Poor"; and "Very Convenient", "Somewhat Convenient", "Somewhat Inconvenient", "Very Inconvenient".

The values for the scaled response questions ranged from 4 for "Excellent" and "Very Convenient", to 1 for "Poor" and "Very Inconvenient".

All responses were then summarized and a percentage score was computed. The percentage scores are based upon a maximum of 100%.

The numbers in the composite report for Transition differ slightly from the numbers in the quarterly reports due to additional completed mail-in surveys received after the deadline for each individual evaluation.

This report contains a summary of findings for the families who transitioned from Alabama's Early Intervention System to preschool services during the fiscal year 2003. A complete analysis of the survey findings, is available in the tabular data section of this study available through the Division of Early Intervention, Alabama Department of Rehabilitation Services.



Summary of Findings

Chart 1

Awareness of AEIS service coordinator

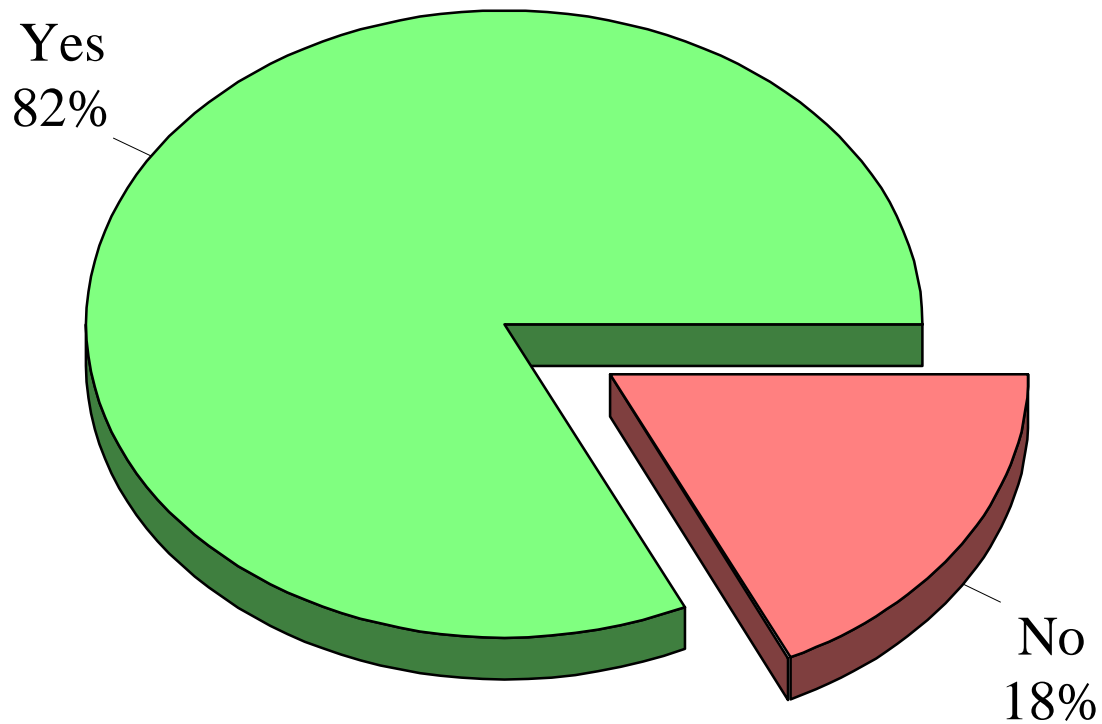
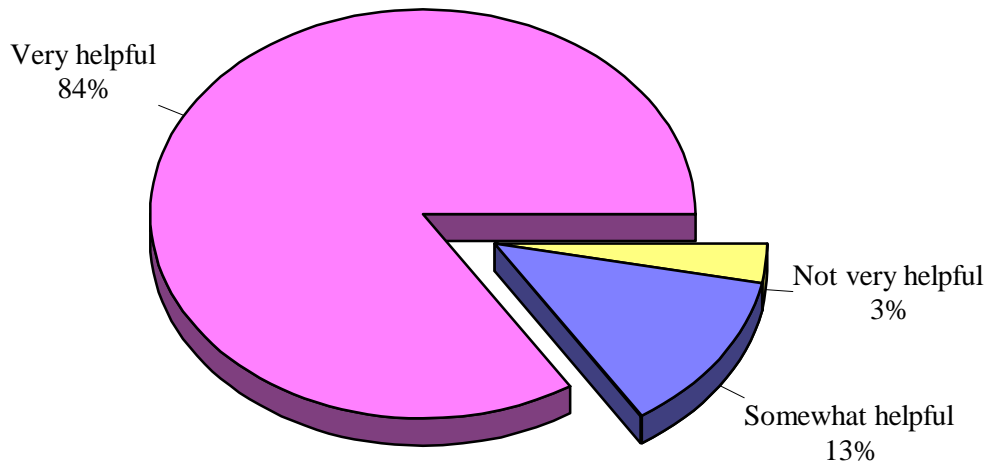


Chart 1-A

Rating of Overall Early Intervention Experience



Specific Reasons Associated With the Overall Early Intervention Experience Rating

"Seen improvement "

" Needs satisfied"

"Helpful/supportive"

"Provided resources/services needed"

"Felt child needed more therapy/services "

"Answered questions "

"Therapists are wonderful"

"Worked well with child"

"Helped me teach things to my child"

"Helped me understand my child's disability"



Chart 2

Before moving from the AEIS, did your EI service coordinator assist you in developing a transition plan as part of the IFSP?

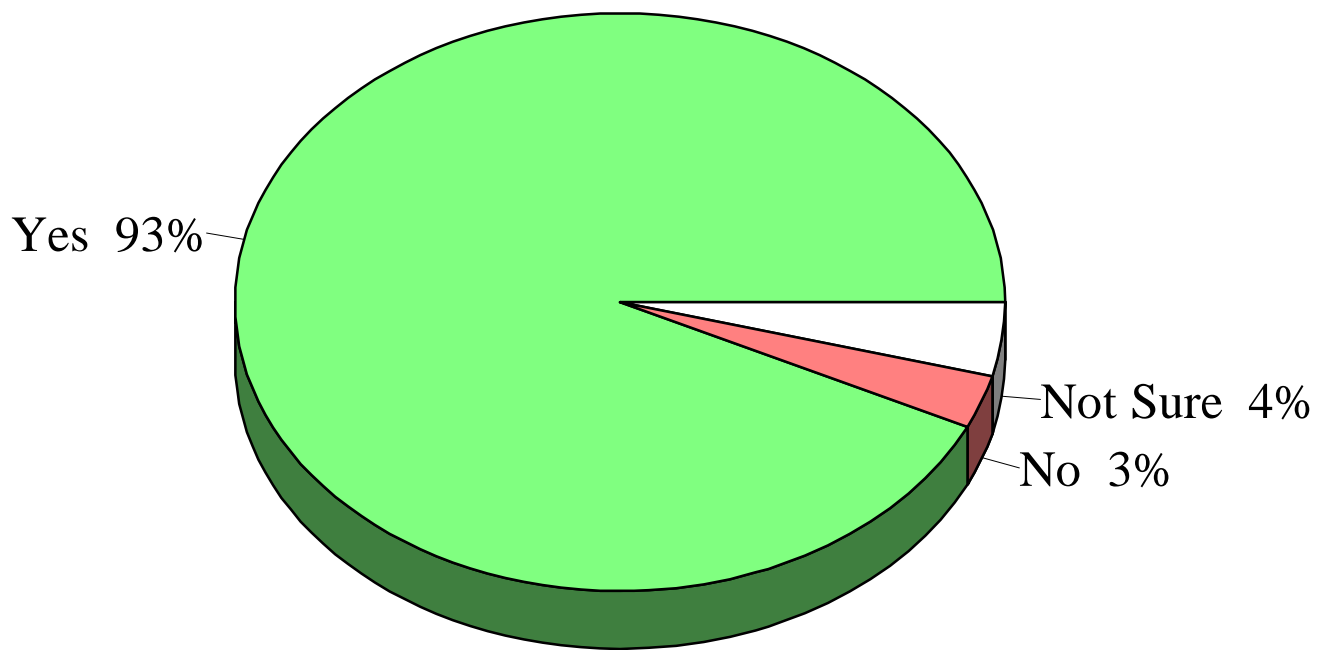
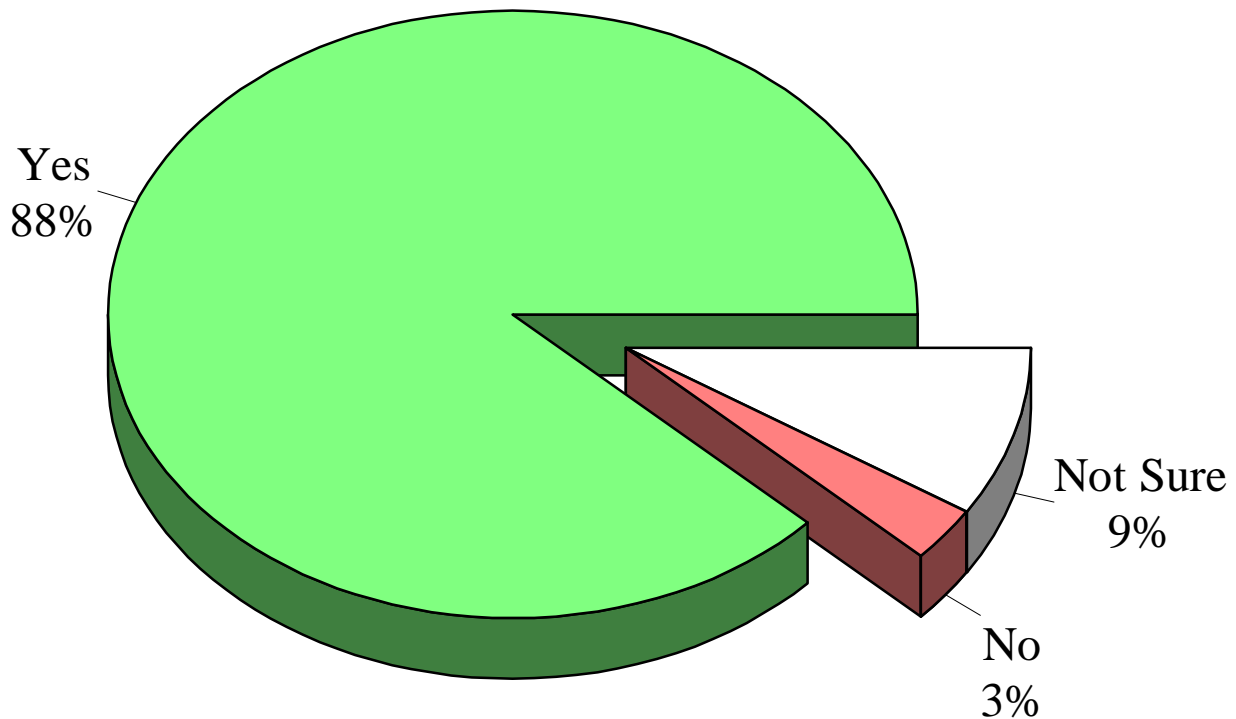


Chart 3

Did your family and your EI service coordinator develop a written transition plan?



* Asked only to those respondents who had a transition plan in place.



Chart 4

Age at which the service coordinator began the transition planning process

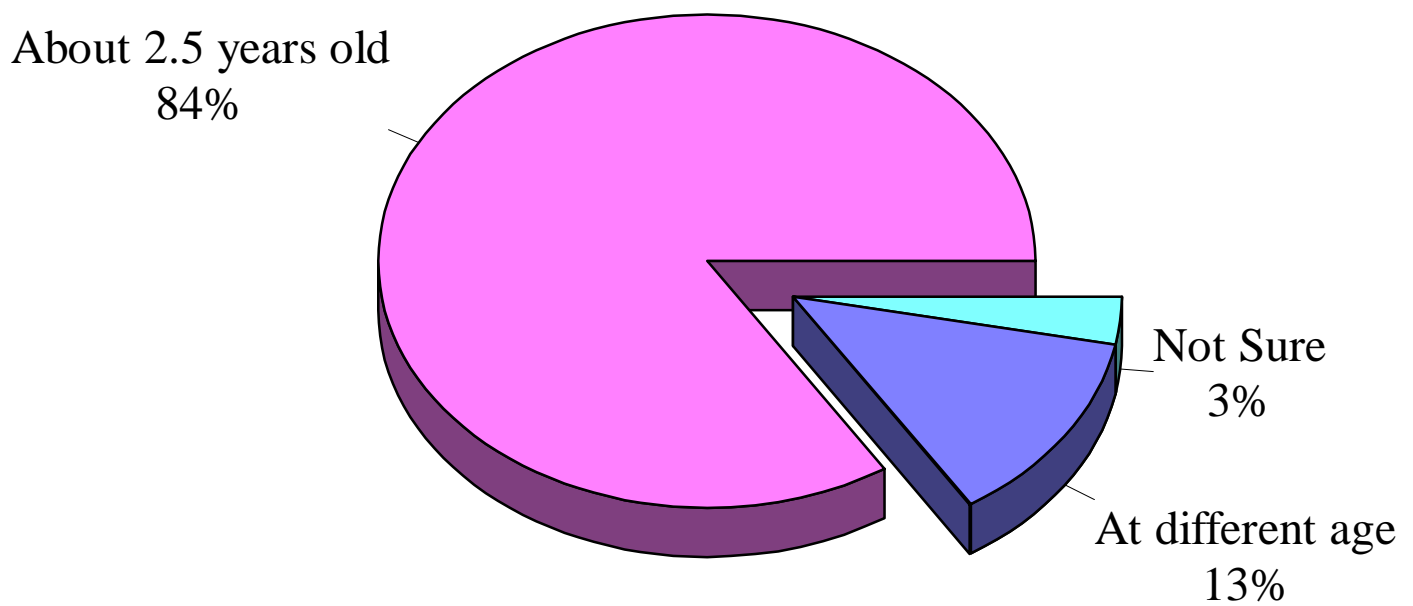


Chart 5

Rating of selected services pertaining to the transition process received from EI service coordinator

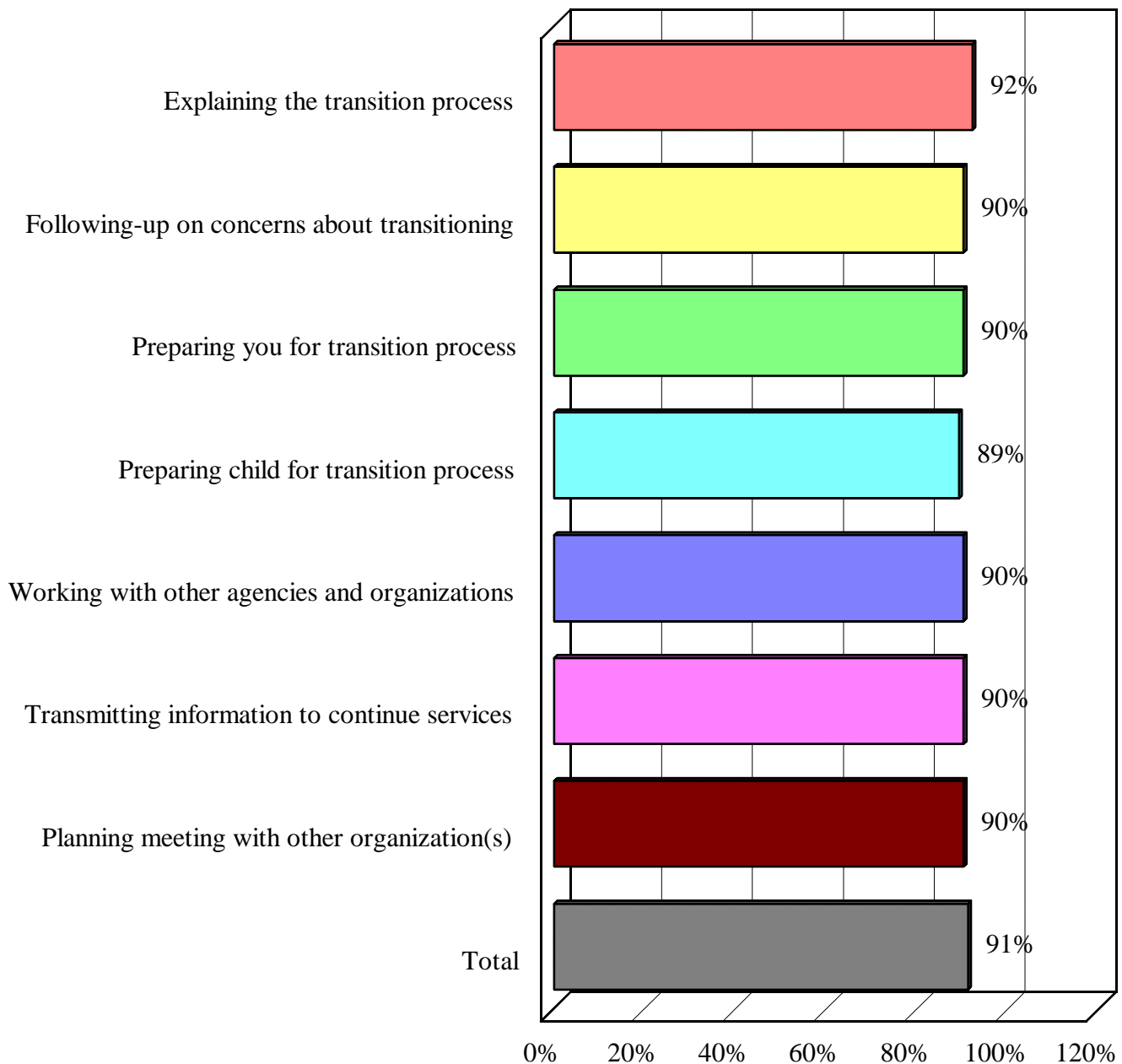


Chart 6

Rating of overall transition experience

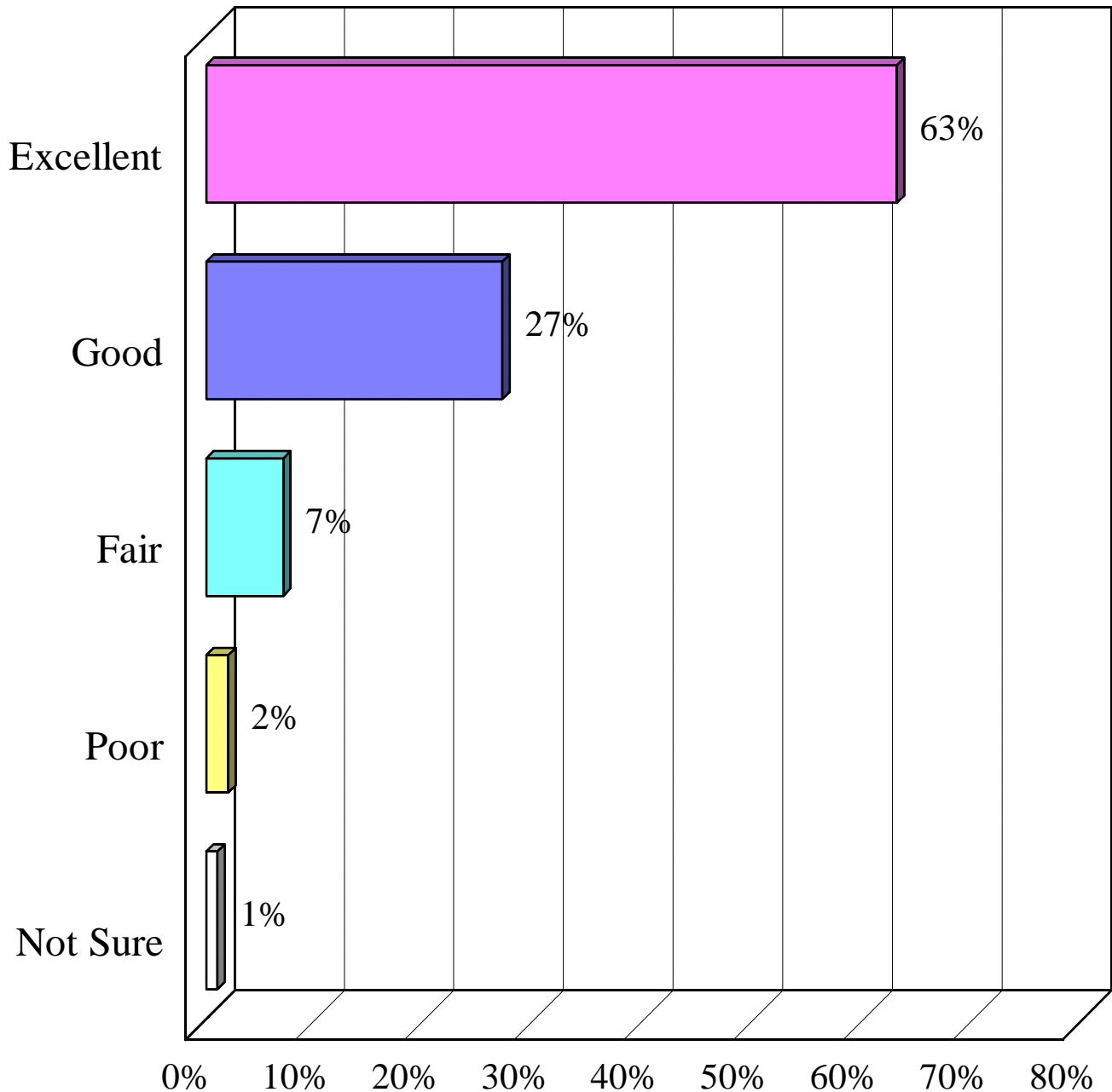


Chart 7

Reasons for specific ratings of transition process experience

Reason	Frequency
Good/ smooth transition	48%
Caring/ interested in child/ supportive/ helpful	20%
Answered questions/Explained things clearly	12%
Organized/Well planned	6%
Work well with child	3%

* For a complete listing of reasons, see Table 9-A in the Tabular Data section of this report.

** Total may exceed 100% due to multiple responses.



Chart 8

Does your child currently have an Individualized Education Program in place?

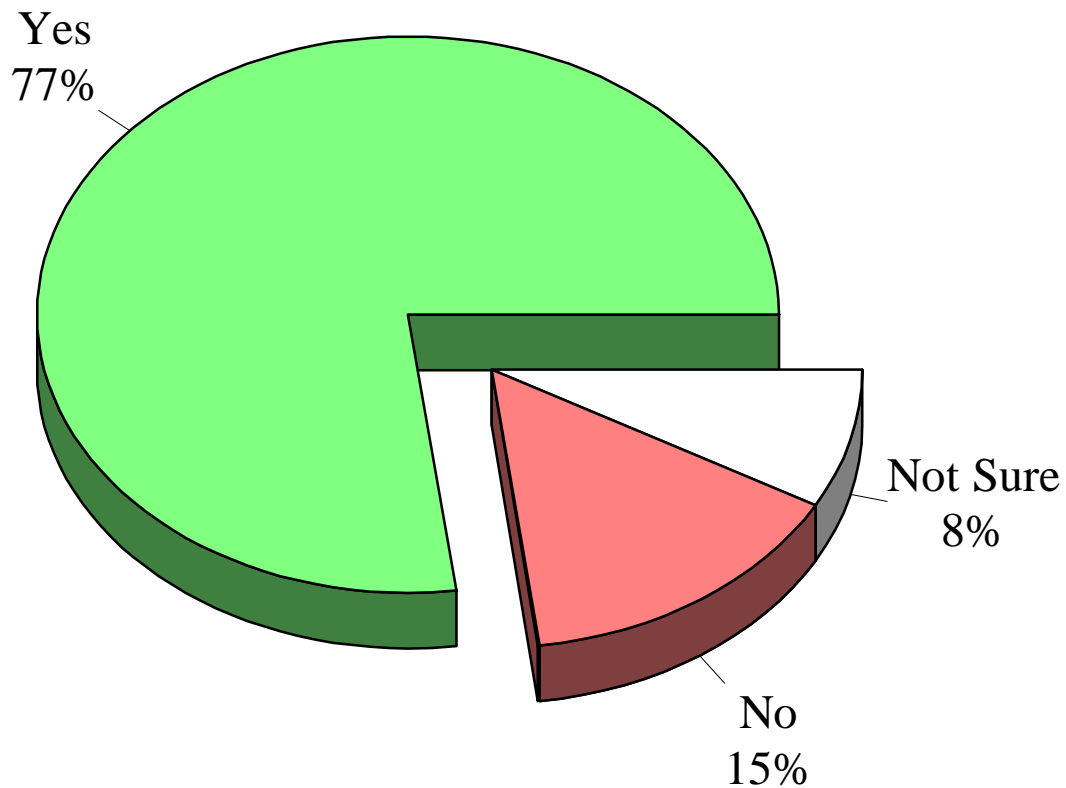


Chart 9

**Was your child's IEP in place
on their third birthday?**

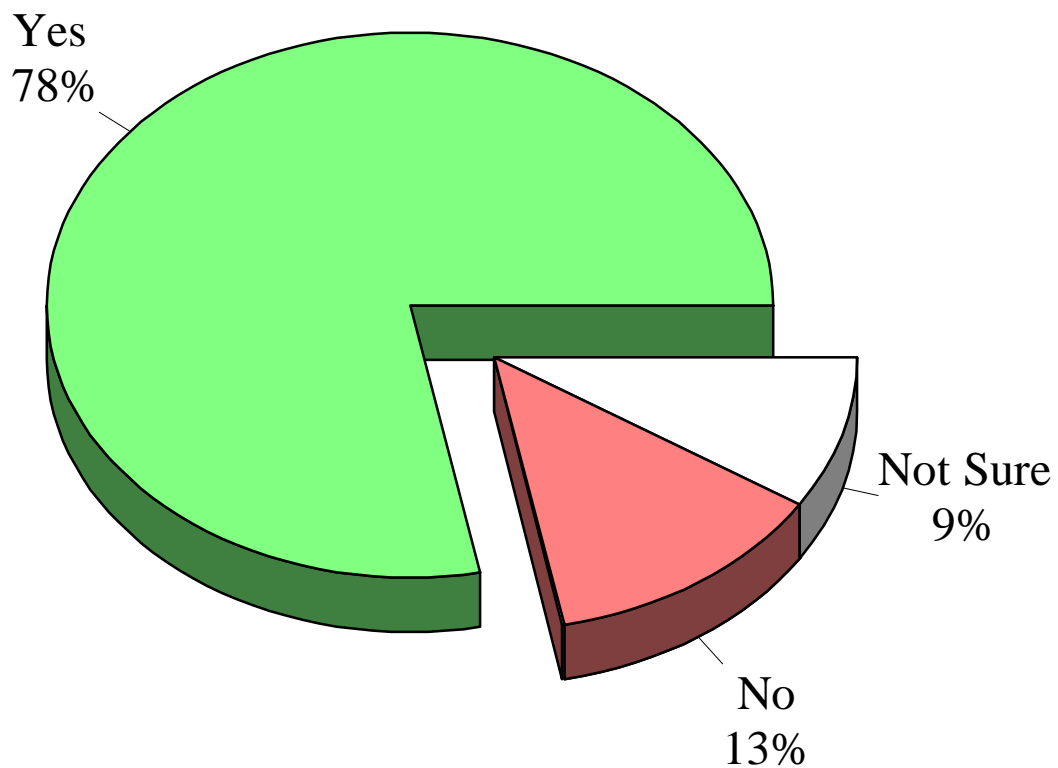
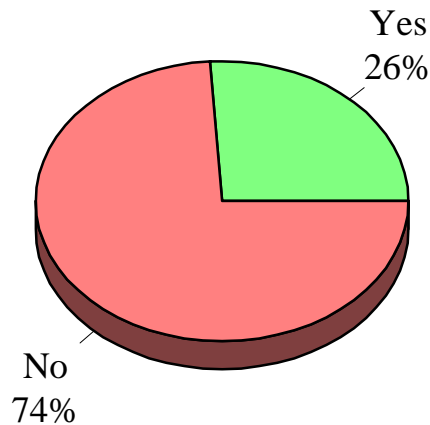
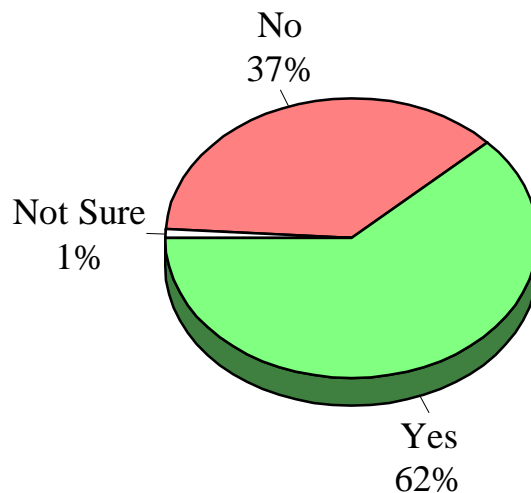


Chart 10A

Did your child turn three during either the month of May, June, or July?



Did your school system discuss the availability of special education services for your child during the summer months (May, June, July)?

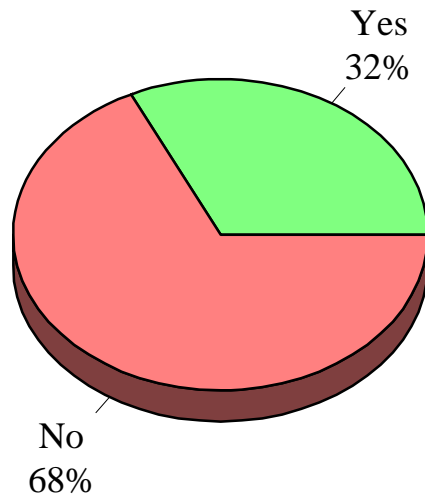


* Asked only to those respondents who indicated their child turned three during the summer (n=133).



Chart 10B

Did your child receive special education services during the summer (May, June, July)?



* Asked only to those respondents who indicated their child turned three during the summer (n=133).

Specific reasons why child did not receive services during the summer

Reason	Frequency
No services available	33%
Did not know about services	15%
Did not need/ want services during summer	11%
Child tested out/Did not qualify	10%
School year starting soon	10%

* Asked only to those respondents who indicated their child did not receive services during the summer (n=90).



Chart 11

Rating of selected services received from respective school systems

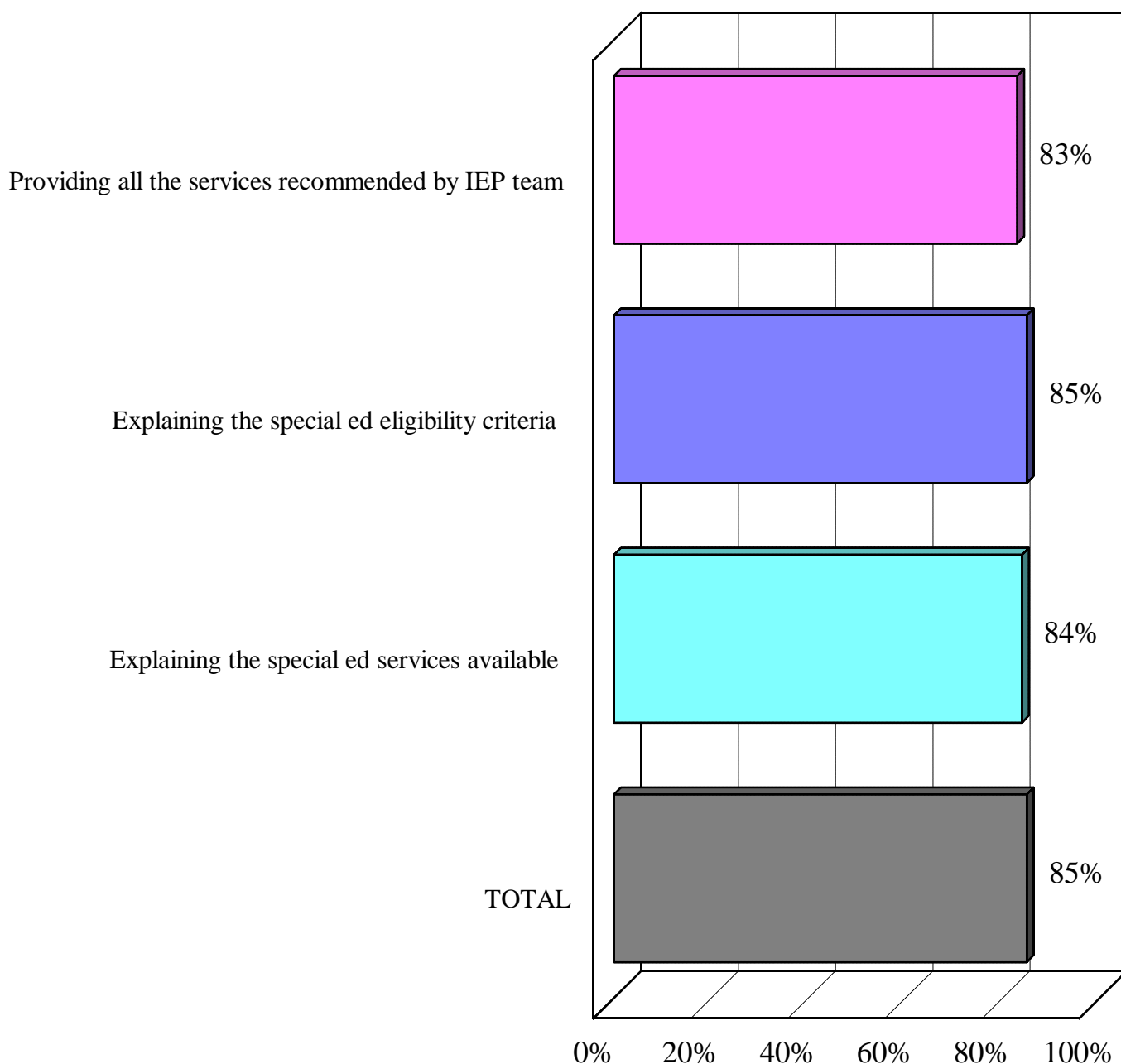


Chart 12

Location where child is currently receiving his/her special education services

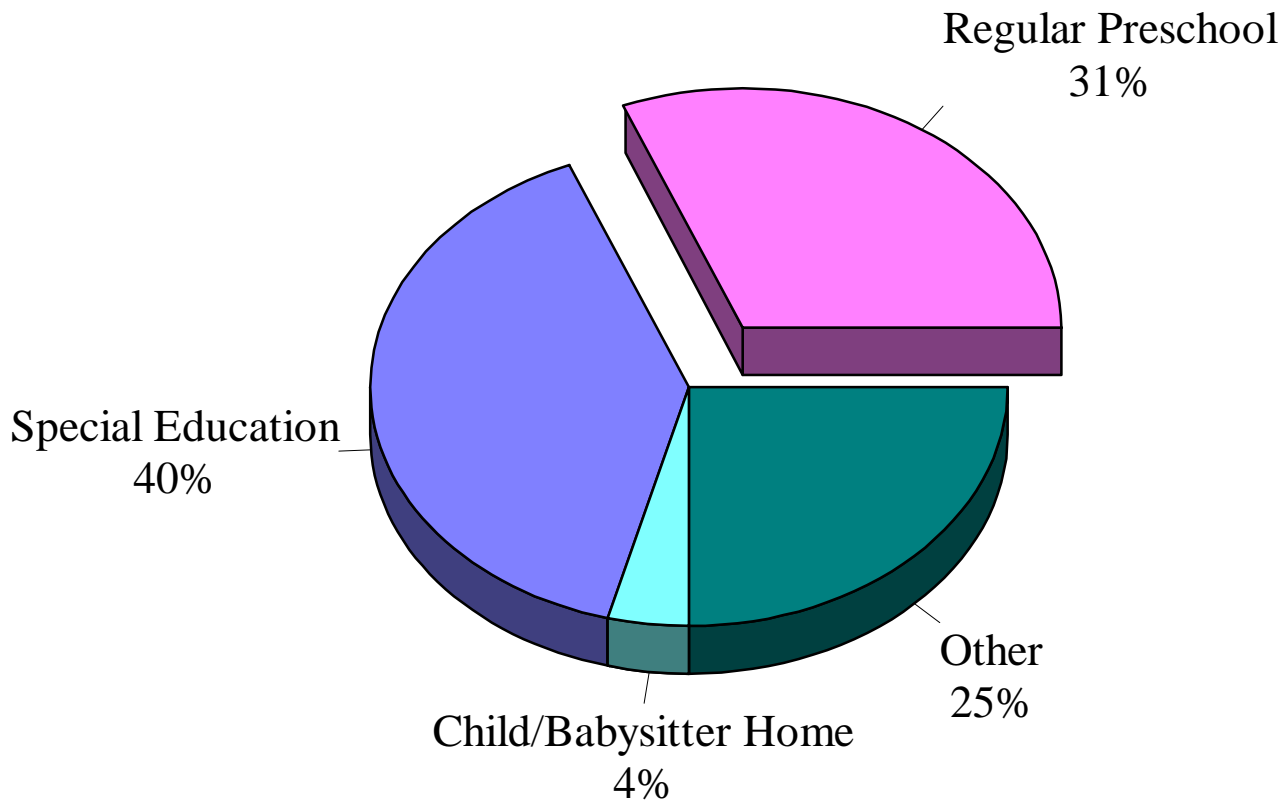
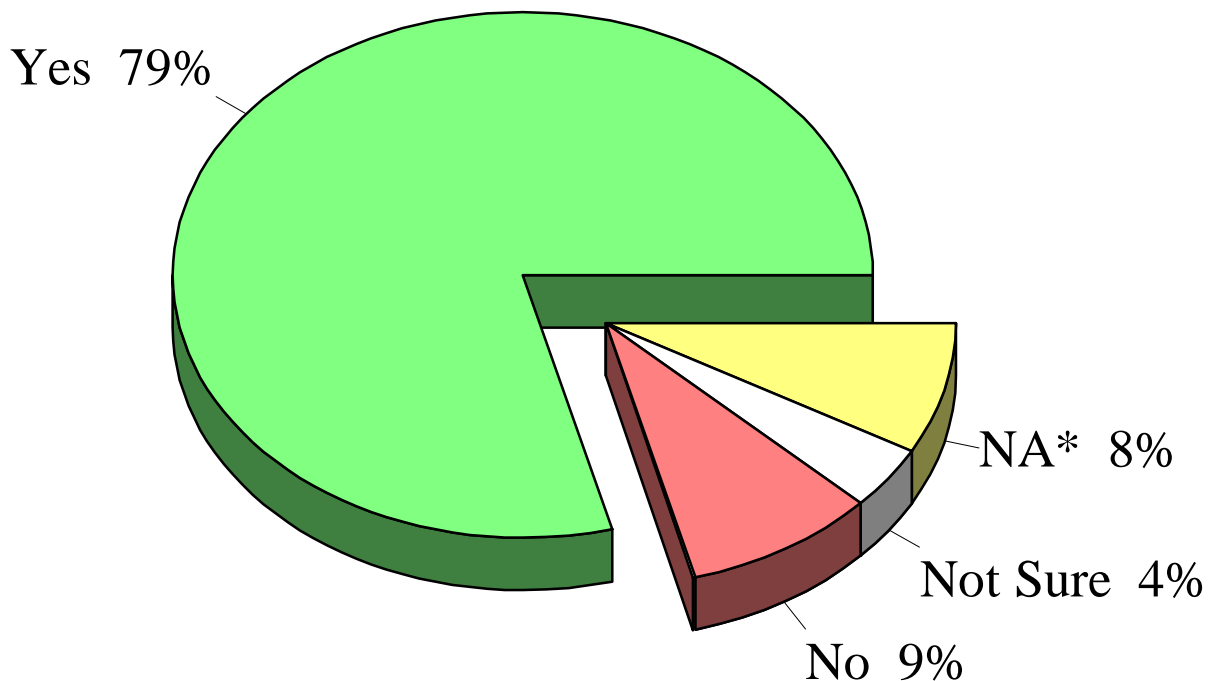


Chart 13

Do you feel this is the most appropriate place for your child to receive his/her special education services?



*Currently not receiving services thru SDE



Chart 14

Reasons why families feel their child is not receiving services in the most appropriate place

Reason	Frequency
Want to move child to a different school	23%
Child needs more time/ services more often	20%
Child needs to be surrounded by more kids	20%
School system extremely inadequate	10%
Not equipped to provide services for all special needs	8%
Child needs to be around children with no delays/disabilities	8%

* Includes only respondents who feel the current place is not the most appropriate place to receive services.

** Caution must be exercised when interpreting percentages calculated on small bases. (n=40).



Chart 15

Do you feel that this change went well for your child and family, or do you think there was room for improvement in the transition process?

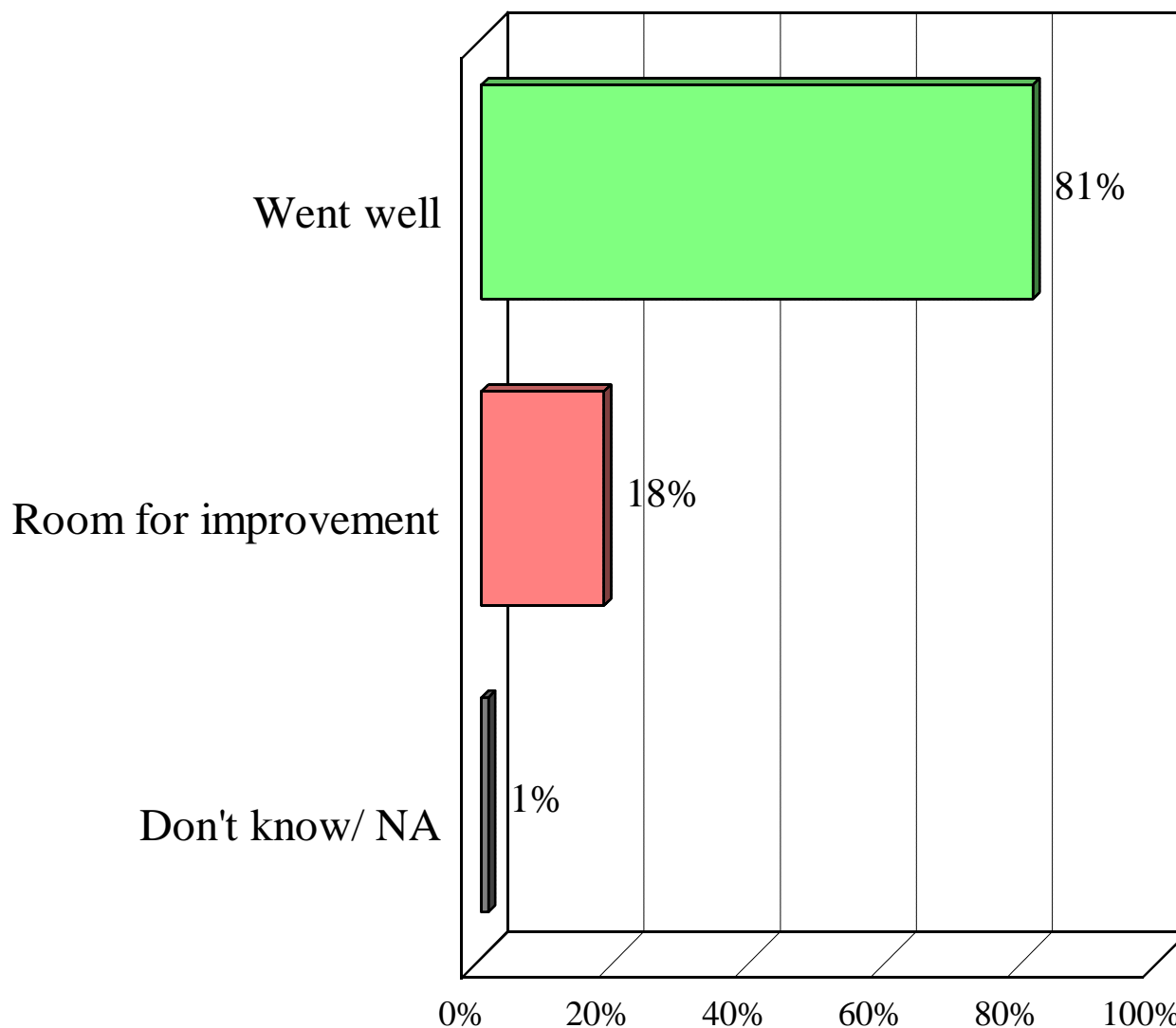


Chart 16

Suggested ways for improving the transition process

Improvement	Frequency
Need more communication/ contact with family	22%
County system is horrible	11%
Want more services	8%
School system employees	7%
Physical transition needs improvement	6%
Start services quicker	6%
Make parents aware of all available resources/services	6%

* Includes only respondents who feel there is room for improvement.

** Caution must be exercised when interpreting percentages calculated on small bases. (n=93)



Questionnaire